



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7301 East Brown Road, Mesa, AZ 85207

Mesa Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Excelling
2004-05	Excelling
2003-04	Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Dr. Gerald Slemmer
 Schedule : 07:00 AM to 05:00 PM
 Grades : 10-12
 Web Address : www.mesa.k12.us.az/~redmtnhs/
 Phone Number : (480) 472-8000
 Fax Number : (480) 472-8008
 E-mail : gdslemme@mpsaz.org

Mission

The mission of Red Mountain is to prepare all students to meet the challenges of the 21st Century. We strive to provide a strong educational foundation in reading, writing, and mathematics, so that students have the skills and knowledge essential for reaching their potential. As team of diverse students, parents, faculty, administration and staff, we are committed to providing a safe environment where learning, responsibility, respect and self-esteem flourish.

School / Academic Goals

- ü Reading: All students at Red Mountain High School will improve their reading skills by demonstrating comprehension of essential meaning in context in alignment with the Arizona State Standards.
- ü Writing: All students at Red Mountain High School will improve their writing skills by demonstrating appropriate organization, using correct grammar, usage, and punctuation in alignment with the Arizona State Standards.
- ü Mathematics: All students at Red Mountain High School will improve their mathematical skills by demonstrating competency in problem-solving strategies, geometry and measurement, and data analysis in alignment with the Arizona State Standards.

Enrollment

October 1, 2005 School Year Student Enrollment : 2739
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 301

Instructional Programs

- ü Advanced Placement
- ü Honors Classes
- ü On-site Special Education
- ü ESL
- ü Performing Arts
- ü Fine Arts
- ü Industrial Technology
- ü Career and Technical Education

Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Quarterly parent newsletters; student handbook outlining student expectations; attendance procedures; academic information; graduation requirements; optional fees; campus code of conduct; extracurricular opportunities; special services; comprehensive website.

Parents

When a student is absent, a parent should call the attendance office by 10:00 A.M. If a student is absent or tardy one or more periods, the school will attempt to call a parent by using the automated calling system.

Transportation Policy

Busing is provided for students living more than two miles from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü State Champions: Girls Tennis	2005
ü 3 National Merit Scholarships	2005
ü 2 students received National Hispanic Recognition	2005
ü 2 Gold Ratings: Chamber Orchestra & La Camarata	2005

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	909	5040	71130	94	91	95	733	721	701	4	11	23	5	9	13	59	56	51	32	25	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	456	2490	35465	96	93	96	732	720	702	5	10	21	6	9	13	58	57	53	32	25	13
Male	453	2549	35648	92	89	94	733	721	701	4	12	24	5	8	12	59	54	50	32	26	14
African American	22	196	3868	85	86	95	733	704	686	5	15	33	9	16	17	64	57	45	23	12	6
Hispanic	117	1326	25103	93	90	95	713	697	685	15	23	34	9	14	16	55	53	45	21	10	5
Asian/Pacific Islander	19	126	1805	90	92	98	751	736	731	5	7	9	NA	6	7	47	52	50	47	35	34
American Indian/Alaskan Native	16	170	4241	89	80	90	709	696	679	6	21	39	13	16	19	63	56	39	19	7	3
White	735	3222	36075	94	92	95	736	732	715	2	5	12	5	6	9	59	57	58	33	33	21
Students with Disabilities	25	232	5862	42	48	71	685	678	658	20	31	63	12	20	15	68	47	20	NA	3	2
Students without Disabilities	884	4808	65268	97	95	98	733	722	705	4	10	19	5	8	12	58	56	54	33	26	15
Limited English Proficient Students	12	259	4859	100	89	93	655	666	662	58	54	64	42	20	15	NA	25	20	NA	NA	1
Migrant Students	--	19	786	--	79	95	--	673	681	--	47	38	--	16	18	--	37	41	--	NA	4
Economically Disadvantaged	165	1673	22957	88	86	93	716	700	685	9	21	34	10	13	17	61	55	44	20	11	5
Non-Economically Disadvantaged	744	3367	48173	95	93	96	736	731	709	3	6	17	4	6	11	58	56	55	34	32	18

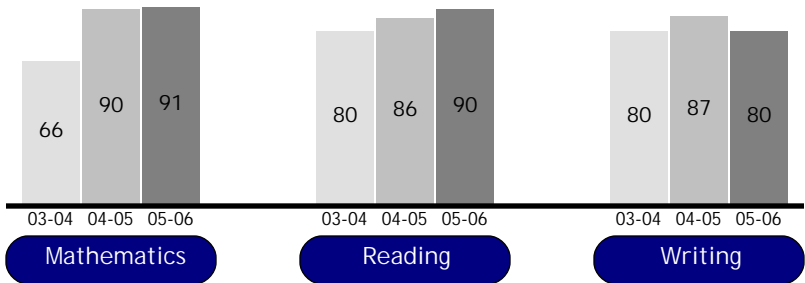
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	934	5144	73018	95	92	97	730	715	703	1	3	6	8	16	23	75	70	64	15	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	470	2530	36181	98	94	97	732	718	708	1	2	4	8	15	21	74	70	65	17	12	9
Male	464	2614	36816	93	90	96	727	712	699	2	4	7	8	17	24	76	69	62	14	10	7
African American	24	205	3976	89	88	96	721	701	689	4	4	8	13	21	29	75	71	59	8	4	3
Hispanic	123	1351	25801	97	90	96	704	687	683	5	8	10	20	31	34	67	58	53	8	3	3
Asian/Pacific Islander	20	122	1812	95	90	98	746	719	722	5	4	3	NA	19	15	80	66	66	15	11	16
American Indian/Alaskan Native	15	174	4389	83	82	93	711	686	675	NA	6	9	7	34	42	93	57	47	NA	3	1
White	752	3292	37024	96	93	97	734	729	721	1	1	2	6	9	12	76	75	73	17	15	13
Students with Disabilities	44	309	7170	71	63	85	658	662	654	18	15	23	30	43	47	52	41	29	NA	1	1
Students without Disabilities	890	4835	65848	97	94	98	732	718	708	1	2	4	7	15	20	76	71	67	16	12	9
Limited English Proficient Students	12	265	5099	100	89	95	640	639	641	17	31	29	83	60	59	NA	8	12	NA	NA	0
Migrant Students	NC	21	817	NC	88	96	NC	656	667	NC	14	15	NC	67	44	NC	19	39	NC	NA	1
Economically Disadvantaged	177	1752	23912	91	87	94	709	691	681	4	7	10	16	29	36	72	60	52	8	4	2
Non-Economically Disadvantaged	757	3392	49106	96	94	98	734	727	714	1	1	4	6	9	16	76	75	69	17	15	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	931	5108	72810	95	91	96	702	690	685	2	4	6	18	27	30	71	63	58	9	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	465	2510	36111	97	93	97	711	700	695	1	3	4	12	19	23	75	69	65	12	8	8
Male	466	2598	36678	93	89	95	693	681	674	3	5	9	25	33	36	67	57	52	6	4	3
African American	23	199	3962	85	85	96	683	685	675	9	4	8	22	29	33	61	64	55	9	4	3
Hispanic	119	1345	25735	94	90	96	688	668	669	3	10	10	30	41	41	62	47	48	4	2	2
Asian/Pacific Islander	20	124	1809	95	92	97	717	700	704	5	3	4	NA	19	19	75	66	65	20	11	13
American Indian/Alaskan Native	15	173	4370	83	82	92	696	673	670	NA	8	9	7	39	39	93	50	50	NA	2	2
White	754	3267	36915	96	92	97	704	701	697	1	2	3	17	20	21	72	71	67	10	8	8
Students with Disabilities	35	260	7071	56	53	84	650	646	634	11	13	24	40	51	53	46	35	21	3	2	1
Students without Disabilities	896	4848	65739	98	95	98	703	692	689	1	4	4	17	25	27	72	65	62	10	6	6
Limited English Proficient Students	11	262	5046	92	88	94	593	604	621	45	42	31	45	54	56	9	4	12	NA	NA	0
Migrant Students	--	20	812	--	83	96	--	647	654	--	15	15	--	60	51	--	25	34	--	NA	0
Economically Disadvantaged	175	1746	23814	90	87	94	688	670	667	4	9	10	27	40	41	64	49	47	5	2	2
Non-Economically Disadvantaged	756	3362	48996	96	93	97	705	701	693	1	2	4	16	20	24	72	70	64	10	8	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test

No test data found for this school.

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Red Mountain High School

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 5 Student(s)

Council Duties

- ü School Improvement
- ü Community Input
- ü Curriculum Development
- ü School Safety Issues
- ü Extracurricular Activities
- ü Standardized Testing Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	150.00
Other Professional Staff	8.50	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	9	0	0
4 to 6 years	5	6	0	0
7 to 9 years	4	6	0	0
10 or more years	19	64	3	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	444
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Productivity Labs
- ü Media Center
- ü Multiple Disabilities Facility
- ü Performing Arts Building

Extracurricular Activities

- ü 21 AIA Sports Teams
- ü Model UN
- ü Reading Is Fundamental Club
- ü Academic Decathlon
- ü COE/OJT/HERO/ICE/DECA
- ü National Honor Society
- ü DanceForce
- ü Teens for Community

Social Services

- ü Academic Counseling
- ü Tutoring for at-risk students
- ü Health Services / Blood Drive
- ü Award winning clothing/food bank program
- ü Lunch Program
- ü Community College / AP Classes
- ü Crisis Intervention

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Arizona Blue Cup Finalist for 2004-05.

- ü Over eight million dollars in scholarships was awarded to students in 2004-05.

- ü Best school at state Model U.N. conference.

- ü Numerous local and state writing contest winners during the 2004-05 school year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	91	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Red Mountain High School has five full-time security officers and a School Resource Officer on campus. They help to promote a safe and secure atmosphere and a positive learning environment.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

59

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dr. Gerald Slemmer	(480) 472-8080
Transportation Policy	Michael Yonker	(480) 472-0178
Community Resources	Kathy Bareiss	(480) 472-0298
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Red Mountain Academic Boosters	(480) 472-8000
Student Health/Nurse	Ellie Ucci	(480) 472-8040

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.